

**Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Strand: Interpretive Interpersonal Presentational**

<u>Essential Question(s)</u>	<u>Enduring Understanding(s)</u>	
Content Statement(s)	CPI #	Cumulative Progress Indicator(s)
Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics/activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)	7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
	7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
	7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Instructional Focus:**

Rehearsing for a puppet show while using the language along with visuals and actions to help a younger audience understand.

**Performance Assessment Task**

Your school would like your class to perform a puppet show for younger students and parents to showcase the language program in your district. Present a legend or fairytale to your audience using the target language with appropriate intonation, and visuals and actions.

Instructional Strategies

▪ **Interpretive mode:**

Provide students opportunities to use vocabulary and key phrases learned through reading, listening, and viewing legends and fairytales.

Students:

- Listen to a shortened version of a popular legend/fairytale and write the moral of the story in their journal.
- Watch an online video presentation of a legend/fairytale with no sound and list expressions and words that might be used by the characters.
- Create a chronological visual representation of a legend or fairytale presented in class.
- Place segments of a legend/fairytale in chronological order.
- Listen to a native speaker of the target language read a legend/fairytale in class and respond to simple questions to demonstrate comprehension.

▪ **Interpersonal mode:**

Provide students opportunities to connect with classmates to discuss their favorite legends and characters.

Students:

- Ask questions about various versions of legends by [connecting](#) with students internationally and nationally, using webcam videoconferencing or e-mail exchange.
- Develop questions about the legend/fairytale using a [brainstorming](#) worksheet and then pose question to peers.

▪ **Presentational mode:**

Create a video cast of a well -developed puppet show based on a legend and use this model to guide students as they rehearse for a live puppet show in the target language

Students:

- Create a [picture movie](#) with visuals that represent the events of the fairy tale or legend.
- [Role play](#) a character of choice in a new location or scenario.

**Hyperlinks:**

Essential Questions	Enduring Understandings
<p><b><u>K-5:</u></b>  <b><u>Interpretive:</u></b>            How can I better understand when I do not know everything I read and hear?</p> <p><b><u>Interpersonal:</u></b>            How can I talk to someone in another language when I am just starting to learn it?</p> <p><b><u>Presentational:</u></b>            What will help my classmates, my teacher, and others understand me better?</p>	<p>I will understand that:</p> <p><b><u>K-5:</u></b>  <b><u>Interpretive:</u></b>            Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.</p> <p><b><u>Interpersonal:</u></b>            I can only talk about things that I have practiced saying.</p> <p><b><u>Presentational:</u></b>            Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.</p>

**Instructional Strategies:**

**Dialogue Journals** are a simple way to get students to write. They are not to be graded, but assist in gauging student's writing progress.

**Sample question for Dialogue Journals:** *What is the moral of the story? Would you change the ending? How are you similar to and/or different from any of the characters?*

**Examples of Legends/Fairytales:**

**Popular English fables that can be found in other languages:** *The Tortoise and the Hare, The Fox and the Crow, The 3 Little Bears, and Little Red Riding Hood.*

**Mexico**

[El Principe Oso](#) [La Reina Mora](#)

**France**

The following link gives an in-depth look of a French Unit centered around a Cajun Folktale presented by a French

teacher: <http://www.learner.org/libraries/tfl/french/granville/analyze.html>

**Sample Comprehension Questions:** Begin by asking yes/no questions about the legend/fairytale. Then phrase questions with choices embedded in them. If students are grasping the questions being asked, you can continue with open-ended questions. This will help you gauge each student's understanding of the material being presented.

The **picture movie** will re-tell the legend without any words or sounds. It will play in the background as students present the puppet show. It will help the audience understand the sequence of the legend, if they do not fully understand the target language.

**Role playing** is an activity in which students dramatize characters or pretend that they are in new locations or situations. This activity challenges students by having them use language in new contexts. Give students a new scenario/time period and have them role play how the character would react in this new setting.

Note: Most legends/fairytales are not written for students at the Novice-Mid range. It might be helpful to simplify the language being used and re-write the story in the present tense.

**Rubrics:**

[Click here for the Puppet Show Rubric](#) Use the presentational writing and speaking rubric for novice students.

Here is a link providing other rubrics for assessing the modes of communication: <http://flenj.org/CAPS/?page=147>

Connecting with other educators/native speakers:

To collaborate with international educators, use [e-pals](#) to find interested candidates. Then create a free account on [Skype](#) to video conference with classrooms internationally and nationally. Another simple way to find native speakers willing to speak to your students is through your students. Post the sheet below in a classroom bulletin board and ask your students to add friends and family members who speak the language. Before using Skype, conduct a practice test a few days before to make sure things run smoothly on both ends of the conference.

***Let's Skype with Family and Friends!***

Student's Name	Skype Contact Name	Family Member/Friend's Name	Telephone Number

**Using Skype in the immediate classroom:**

Have students brainstorm questions they might potentially ask if they are to converse via Skype. Give them 4-5 minutes to jot down a few and then review questions as a whole class. Remind them to write down any questions they might not have previously written as they hear them being discussed. Below is the graphic organizer you might provide your students before a Skype exchange. Sample questions may be found below.

Questions
What is your favorite legend/fairytale? Why?
Who are the characters?
Who is your favorite character? Why?
What happens at the end?
Important words/phrases
Me too.
Really?
Can you repeat that please?

After discussing potential questions, have students brainstorm and add to their worksheet other important words/phrases that might be useful during the conversation. Allow students 3-4 minutes to brainstorm and then have students circulate the room looking for words/phrases that are not on their list. As they approach other students, they exchange words/phrase and add them to their graphic organizer.

When students are equipped with the necessary vocabulary, you can start the skype conference call. Set up the room with a TV in the sky/LCD projector that is connected to your computer. Place one chair at the computer station. Have one student talk at a time for 1-2 minutes. When that student is finished, he takes leave and introduces the next student. Provide students with a graphic organizer so they can record what they hear. For non-readers, use pictures and visuals. For those students already reading, use words in combination with pictures and visuals.

**Brainstorming** allows students to think and share ideas about certain topics. The following worksheet can be used to get students writing questions about characters/events in the legend/fairytale that they will eventually ask their peers. They will list several questions below each topic/character.

Characters	The Ending
You may write a specific character in each column.	
Events	The moral
Write several different events.	

Novice-Mid Proficiency K-5

Puppet Show

World Languages Standard in Action